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ABSTRACT

This paper describes the Beginning Educator Support and Training (BEST) program in Connecticut. In 1999, Connecticut became the first state in the United States to implement mandatory portfolio assessment as a component of its teacher certification program. The BEST program itself has been part of the state's educational reform initiatives for more than a decade. It is a 3-year induction process that includes support, in the form of mentoring from an experienced teacher and attendance at professional development seminars, and assessment through the subject-specific portfolio. Teachers in 10 subject areas are required to submit portfolios during their second year of teaching. The Connecticut Educator Database (Conn_ED) was developed to handle the information needs of key stakeholders, including school principals, school district personnel, regional office staff, and state department employees. The system maintains information related to beginning teachers enrolled in the program, as well as professional involved in implementing the BEST program (e.g., portfolio scorers, mentors of new teachers, trainers, district level coordinators). Currently, the system tracks the status of more than 15,000 beginning teachers, other educators, and administrators involved in the BEST program. An appendix provides hardware and software details about Conn_ED. Six exhibits contain supplemental information, including the description of the BEST program given new teachers. (Author/SLD)

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ED 453 273

Developing a Technology Infrastructure to Support a High-Stakes Teacher Performance Assessment Program

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Overview

In 1999, the State of Connecticut became the first state in the United States to implement mandatory portfolio assessment as a component of its teacher certification program, known as Beginning Educator Support and Training (BEST) program. The BEST program has been a feature of Connecticut's educational reform initiatives for more than a decade. The program is a three-year induction process that includes both support (mentorship from an experienced teacher and attendance at professional development seminars) and assessment (subject-specific portfolio assessment). Teachers in ten subject areas (elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts, and world language) are required to submit portfolios during their second year of teaching.

The Connecticut Educator Database (Conn_ED) was developed to handle the information needs of key stakeholders including school principals, school district personnel, regional office staff, and state department employees. The system maintains information related to beginning teachers enrolled in the program, as well as professionals involved in implementing the BEST program (e.g., portfolio scorers, mentors of new teachers, trainers, district level coordinators). Currently, the system tracks the status of over 15,000 beginning teachers, other educators, and administrators involved in the BEST program.

Development Considerations

In 1998, the CSDE contracted with Professional Examination Service (PES) to develop and maintain an information management system for the BEST program. The CSDE provided the following guiding specifications:

> First, the system should permit the ongoing tracking of the demographic, professional and performance status of all BEST program participants, including beginning teachers and educators serving as mentors, trainers, and portfolio scorers.
>
> Second, the system should serve as a central electronic repository of *all* program-related information. Frustrations had been experienced in the past due to the use multiple, not necessarily compatible stand-alone databases.
>
> Third, the system should facilitate the creation and dissemination of a variety of print communications and electronic data files to multiple stakeholder groups.
>
> Fourth, the system should be accessible to the CSDE staff Department, regional office staff, and contractors involved in implementing and managing the BEST program.

These specifications were guiding principles that drove decision making during all phases of development of the information management system.

Strategy for Managing Information Related to BEST Program Participation

Because the primary purpose of CONN_ED is to track the status of beginning teachers as they progress through the three-year induction process, a master table was created to permit the tracking of BEST program participants. Two source files were used in developing the master table. The first file contains approximately 50,000 records related to school district employees. Contained in this file were data elements such as names and teaching assignments of teachers and administrators in the district, and a Yes/No indication of whether the individual is a beginning teacher required to participate in the BEST program. The second file consisted of information about the teaching certificates and related subject area endorsements held by teachers in the State.

Beginning Teachers

To provide accurate, up-to-date information about beginning teachers, a procedure was devised to update the master table on a daily basis. PGP-encrypted files are transferred daily from a data server in Hartford, CT to the Conn_ED data management system housed at PES in New York, NY using a FTP protocol. Upon arrival, the files are automatically decrypted and loaded into the Conn_ED system. The data structure for each source file was duplicated in Conn_ED to ensure comparability and to facilitate data updates.

Also on a daily basis, and automated routine is executed that:

— identifies newly-hired educators, and creates records for them in the Conn_ED master table,

— updates data for educators already in the master table and archives the original data,

— identifies teachers for whom BEST is required and applies complex decision rules to determine key BEST program variables (i.e., date registered in BEST program, portfolio subject area, participation year, status in meeting BEST program requirements), and

— identifies teachers who are re-registering (i.e., continuing in their 2nd, or 3rd year of the BEST), captures the date they were re-registered and increments their year of participation.

As new BEST program registrants and re-registrants are identified by the system, their records are flagged for generating welcoming correspondence. Welcome letters are sent to all 1st, 2nd, and 3rd year teachers enrolled in BEST, which identify the unique certification requirements that the teacher must meet. A "change form" is included in the mailing that permits the teacher to review and correct important data elements (school where teaching, primary teaching assignment, portfolio subject area, mentor name). Corrections are made to source data files and are reflected in Conn_ED at after next daily download. When the corrected data for beginning teachers in BEST is loaded into Conn_ED, the teachers' records are flagged for issuance of corrected welcome letters.

Welcome letters, corrected copies, and letters are generated by the systems administrator through a menu-driven user interface. The system also generates copies of the letters to send to the teacher's district office and to the teacher's BEST program mentor. Including the copies, some 15,000 welcome letters are created each school year. Word templates are used to generate the correspondence. A sample welcome letter is shown in Exhibit 1, and an illustration of the Conn_ED functions related to BEST program registration is presented in Figure 1.

Insert Figure 1 about here

Teachers and Administrators in Other BEST-Related Roles

The Conn_ED system stores archival data for BEST participants dating back to the inception of the program in the late 1980s. At that time, teachers were assessed not through portfolio assessment but through a series of classroom observations that were rated by trained assessors. Archival data transferred into Conn_ED from predecessor stand-alone systems includes 12 files containing information such as beginning teacher assessment data, assessor training and proficiency data, past mentoring assignments, and historical professional development course registration and attendance information.

Each school year, the system identifies the BEST-related roles that each educator in the master table is playing (e.g., mentor, district facilitator, portfolio scorer, trainer). Role data comes from multiple sources in a variety of formats. Where available, role data is gleaned from the CSDE source data files during the daily data upload. In other cases, the data is imported from Excel spreadsheets.

Strategy for Managing Information Related to Training and Professional Development Activities for Beginning Teachers, Mentors, and Portfolio Scorers

In a given school year, roughly 150 support and training courses are offered to BEST program participants. Training courses are offered to (and required of) educators serving as mentors and portfolio scorers. In addition, several types of professional development seminars are offered to beginning teachers enrolled in the BEST program.

Prior to development of the Conn_ED system, registration for these courses was performed through the mail via paper and pencil, and course registration and attendance data was manually key entered into a database. Two goals drove the design of the Conn_ED functions related to training and development: (1) reducing/eliminating potential human error associated with manual data entry, and (2) using technology to make data management more efficient and cost-effective.

An Interactive Voice Response system (IVR) was developed to reduce error and automate the process of course registration and data entry. An 800 number was established that permits beginning teachers and mentors to call 24 hours a day in order to register for training seminars and clinics using a touch-tone telephone. Calls received via the 800 number calls are routed to four internal telephone lines dedicated to the course registration application.

The IVR application permits enrollment in seminars up to a predetermined maximum class size. A system was designed to alert the system administrator in the event that course enrollments approached the pre-determined maximums. Daily enrollment reports are generated and provided to the three locations from which course registration activities are managed. If a course nears its maximum enrollment and additional space needs are projected, new courses can be made available through the IVR within 24 hours of that determination. In addition to allowing teachers to register for courses, the IVR application permits teachers to withdraw from courses, change courses, and review their enrollment status for upcoming courses.

As teachers register for courses, withdraw from and change courses through the IVR, registration records are created/updated automatically in the Conn_ED database. Through a menu-driven user interface, the systems administrator generates enrollment confirmation letters for registrants on an ongoing basis (approximately 7,800 letters per year).

The system generates approximately 300 course sign-in sheets each school year. (Some of the approximately 150 courses have multiple sessions.) The sign-in sheets are routed through regional office staff to the course sites. After the course, completed sign in sheets are routed to the systems administrator for data entry.

Bar code technology was implemented to automate attendance data entry. Bar coded Social Security numbers are printed on the sign in sheets, next to each teacher's name. A sample sign-in sheet is displayed in Exhibit 2. The bar-coded SSNs of individuals who signed in and attended are scanned into an ASCII text file using a handheld bar code scanner. The Conn_ED systems administrator then initiates a menu-driven application to read the ACSCII file and record the attendance information in each attendee's course registration record.

After attendance data is entered into the system, an extract is created in ASCII format and transmitted electronically to a state contractor responsible for to issuing CEUs to attendees at certain courses.

A schematic illustration of the features of the Conn_ED course registration application is presented in Figure 2.

Insert Figure 2 about here

Strategy for Managing Information Related to Beginning Teacher Portfolio Assessment

Portfolio assessment is a key component of the BEST program. The assessment process was designed to provide teachers with written feedback that would help guide future professional development activities.

Portfolios are scored on the basis on a number of guiding questions organized into categories. A numeric score is given for each guiding question, and an overall score is assigned to the portfolio based on a holistic judgment made by a pair of scorers. The number of guiding questions is

different for each portfolio subject area, and ranges from 14 to 27. Because of this variability, flexibility had to be built into the Conn_ED system to allow for appropriate storage of the portfolio data and customized reporting of the assessment results.

In the summer of each year, portfolios are scored at multiple sites within the State of Connecticut. Numeric scores and subscores for each portfolio are entered into a local PC at the scoring site. Quality control routines are built into the software used to enter the portfolio data at the scoring site. Backup copies of the data files are transmitted to the Conn_ED system at the end of each day of scoring via a secure modem connection. At the conclusion of the scoring process, individual local data files are transmitted to the CSDE for verification, and then transmitted electronically to the Conn_ED system.

Each year, for each subject area, rubrics are imported into Conn_ED which containing the text feedback associated with each possible score (1-4) on each guiding question for subject area. Text descriptions of each possible overall portfolio score are also imported from a second set of files.

A computer application was written to translate numeric portfolio data into individualized reports providing narrative feedback associated with the scores assigned to each guiding question and the overall portfolio score. The application incorporates logic to select and print cover letters appropriate to the teacher's portfolio subject area and their status in the BEST program (e.g., first or second portfolio submittal, pilot test or on-line subject area).

The Conn_ED system produces individual portfolio feedback reports and well as district level summary reports. The reports are formatted using Microsoft Word templates. Electronic copies of the reports are created in addition to the print copies that are mailed to the teachers. Last year, the system generated portfolio reports for approximately 2500 teachers beginning teachers in approximately to 200 school districts.

A schematic illustration of the portfolio scoring and feedback information flow is presented in Figure 3.

Insert Figure 3 about here

Providing Data Access

To administer the BEST program, individuals from multiple sites around the State of Connecticut needed access to the data. A Web application was developed and integrated with Conn_ED in order to provide this access.

The Web interface was designed in collaboration with end users at the different sites. Two main lookup screens were developed: one displaying training and BEST role participation data for all educators in the master table, and the other displaying BEST-program participation data for beginning teachers.

An illustration of the first lookup screen is provided in Exhibit 3. As can be seen, each role played by an educator, both historical and current, is displayed. In this example, the educator served in three roles: CCI assessor (a previous component of BEST assessment) mentor, and portfolio scorer. Hyperlinks lead to more specific information about each role played. If the educator is playing a mentoring role, another hyperlink leads to a display of information about the teacher(s) mentored by that educator. Exhibit 4 contains a snapshot example of this Web data display. Another hyperlink leads to historical BEST program data for the educator, if available.

With the second lookup screen, users can review information about any beginning teacher, including classroom subject area and grade level as well as met and unmet certification requirements. Exhibit 5 contains an illustration of beginning teacher data display. The top of the display contains basic demographic information (e.g., school address, teaching assignment). The middle of the display contains BEST status information (e.g., BEST program registration and re-registration dates, status in meeting program requirements). The bottom display contains data related to the portfolio assessment. Hyperlinks lead to: (1) displays of seminar enrollment and attendance data (see Exhibit 6 for an example) and (2) special notations about a teacher's unique situation.

Status of Conn_ED

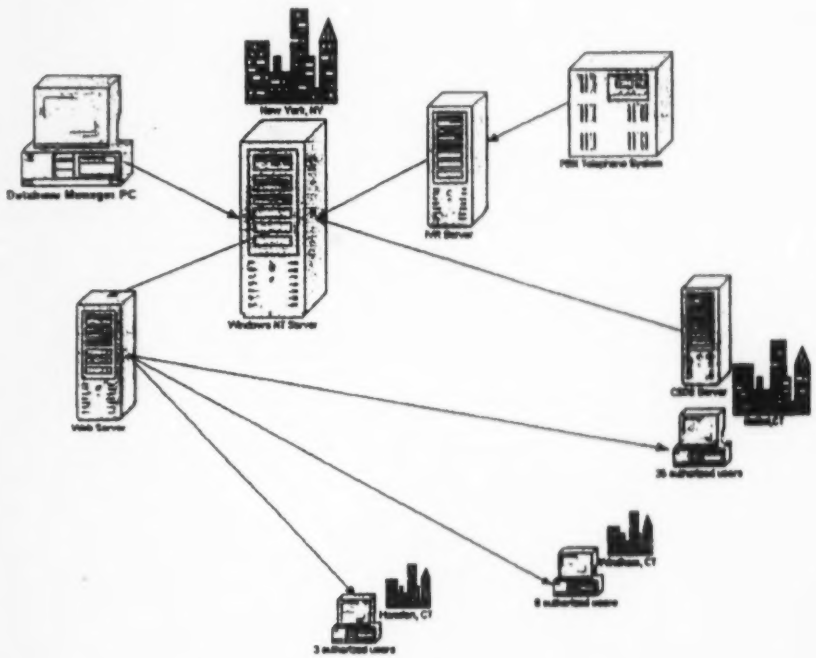
The system has been on line for two years. Through automated daily data updates and round the clock access to the data through the Web, administrators now have immediate access to up-to-date information about program participants. Automation of processes has led to increased efficiency in information management. Staff time for systems administration has been reduced. As time goes on, new information needs and new technological efficiencies are discovered, and new applications are being written to provide for them. Future enhancements to CONN_ED may include Web-based course registration, and expansion of the Web look-up to include secure access by all school districts in the state.

Collaboration with end users in the development phase of the system was crucial to producing a user-friendly system responsive to the needs of the stakeholders. Both programmers and systems analysts participated in the development of the system. The up-front systems analysis work was vital—information gathered at this stage prevents costly re-programming later.

Much was learned in the process of designing and implementing the IVR course registration system. In determining the number of telephone lines to include in the application, we failed to consider the impact of mass mailings of course brochures to thousands of teachers at once. Initially, the volume of calls generated immediately after such a mailing was more than the system could handle. In addition, it is better to limit the hours of operation of the IVR. If a system is operational 24 hours a day, 7 days a week because there was no regularly scheduled down time, and planned systems maintenance causes unpredictable interruption of services to the teachers.

Appendix
Hardware and Software Details

The Conn_ED database and the IVR application are housed on separate Windows NT servers. A separate server hosts the IVR application. Four telephone lines from a PBX telephone system are dedicated to the IVR application. A third server hosts the Web application. Database management is performed from a networked PC. Relationships among the hardware components are shown in the illustration below.



CONN_ED computer applications were developed using the Progress Fourth Generation Language (4GL) v8.3C and were built with a graphical user interface. The Web application was developed using WebSpeed, a related Progress product.

The BEST Course Registration IVR Application Script was written using MediaSoft Telecom IVS Builder for Windows NT v4.0. Cool Edit Voice Editing was used to record and edit the over 300 voice prompts that are part of the IVR application. The system uses Dialogic drivers and utilities.

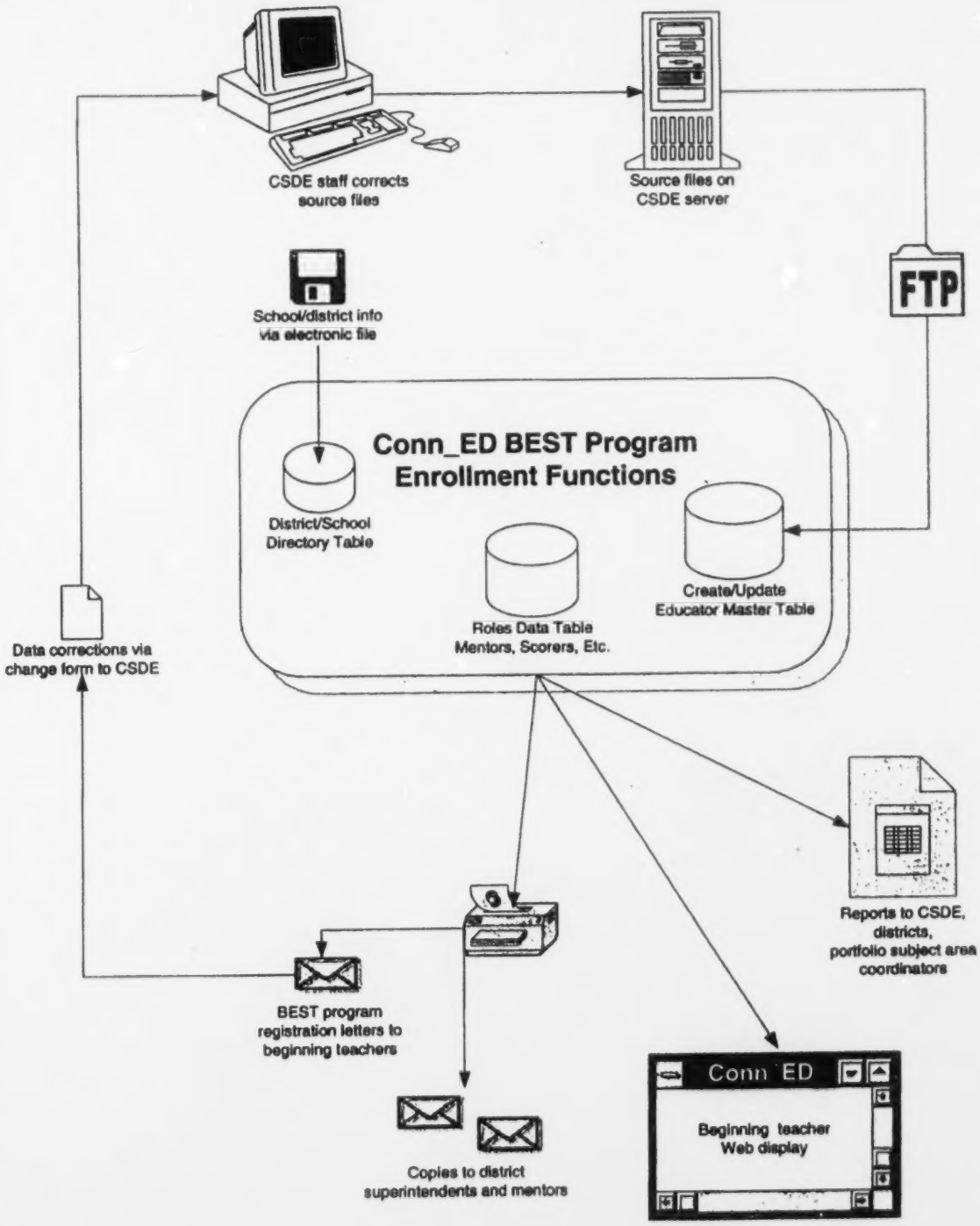

CSDE staff corrects source files
Source files on CSDE server
FTP
School/district info via electronic file
Conn_ED BEST Program Enrollment Functions
District/School Directory Table
Roles Data Table Mentors, Scorers, Etc.
Create/Update Educator Master Table
Data corrections via change form to CSDE
Reports to CSDE, districts, portfolio subject area coordinators
BEST program registration letters to beginning teachers
Conn ED
Beginning teacher Web display
Copies to district superintendents and mentors

Figure 1. Schematic illustration of BEST program enrollment functions.

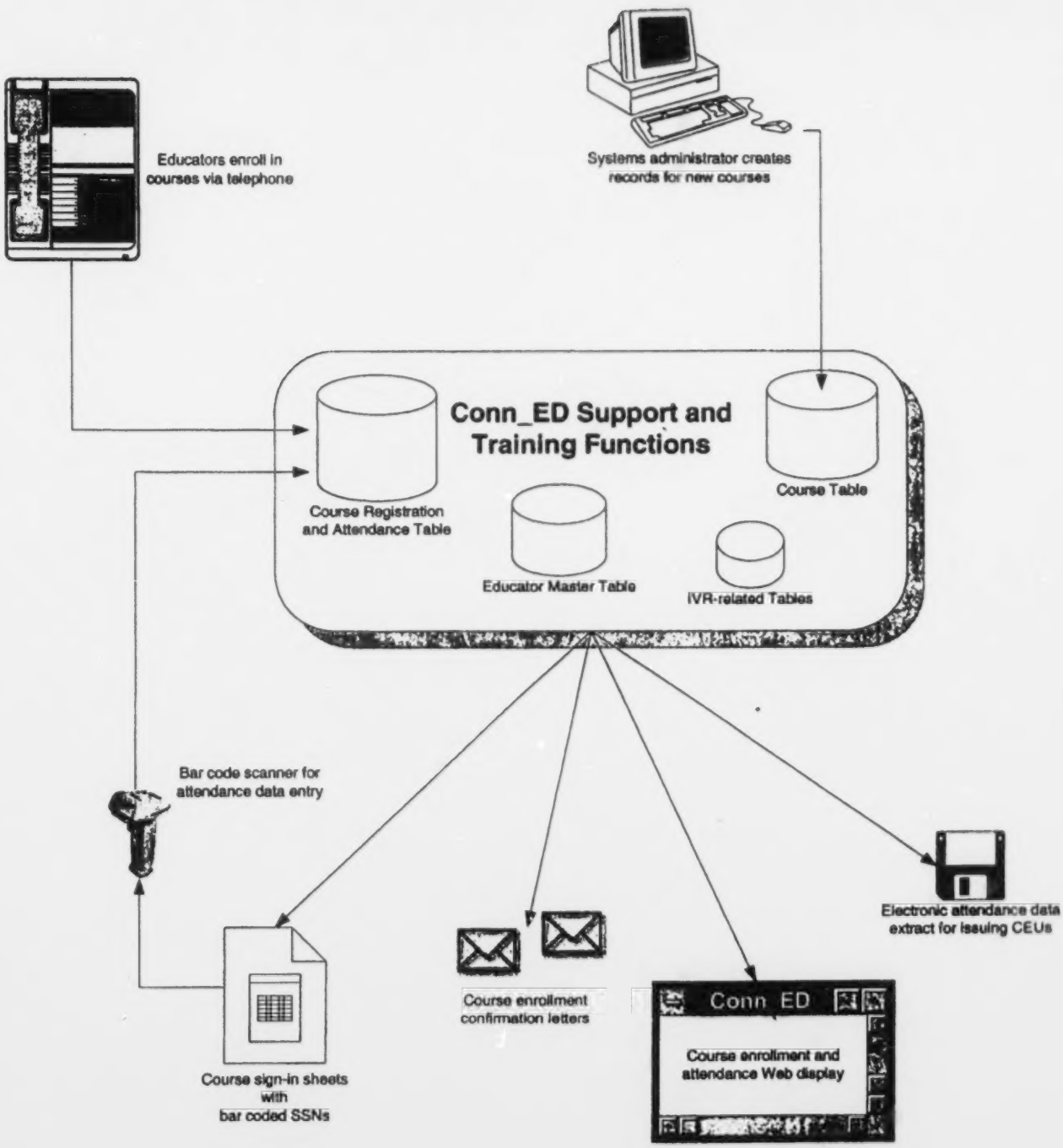

Educators enroll in courses via telephone
Systems administrator creates records for new courses
Conn_ED Support and Training Functions
Course Registration and Attendance Table
Course Table
Educator Master Table
IVR-related Tables
Bar code scanner for attendance data entry
Electronic attendance data extract for issuing CEUs
Course enrollment confirmation letters
Conn_ED
Course enrollment and attendance Web display
Course sign-in sheets with bar coded SSNs

Figure 2. Schematic illustration of support and training functions.

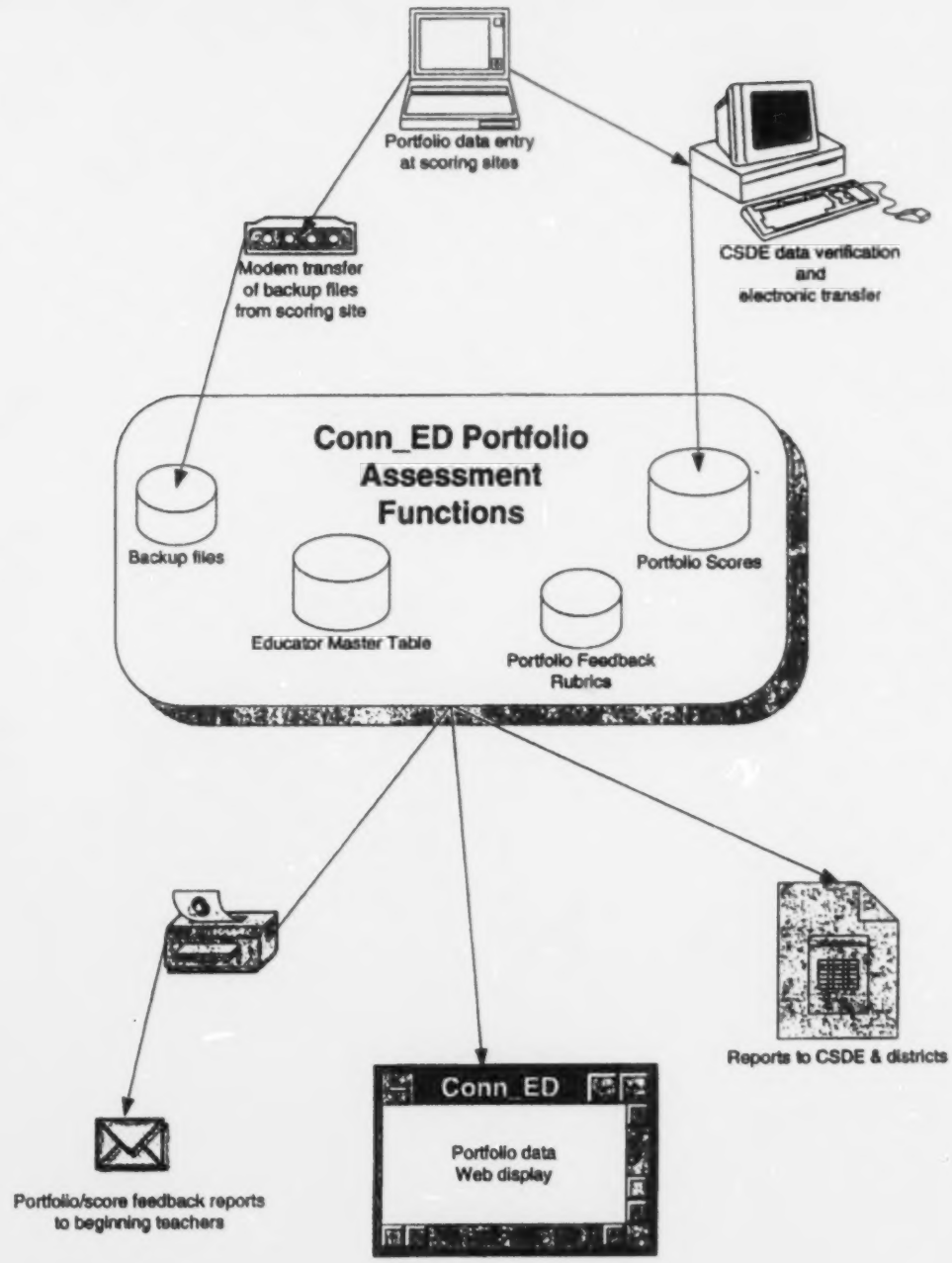


Figure 3. Schematic illustration of portfolio assessment functions.

Exhibit 1

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Beginning Educator Support and Training (BEST) Program

REGISTRATION CONFIRMATION LETTER
Please keep this letter for your records.

To: _____
HIGH HORIZONS SCHOOL
700 PALISADE AVENUE
BRIDGEPORT, CT 06610

Registration Date: 10/18/2000
ID: _____

From: Raymond L. Pecheone, Chief
Bureau of Program and Teacher Evaluation

Date: November 21, 2000

Welcome to the BEST Program. This letter confirms that your district has registered you in the BEST Program as of the above date. As a teacher of elementary education, English language arts, mathematics, music, physical education, science, social studies, special education, visual arts, or world languages,[1] you will be participating in the **BEST Portfolio Induction Program**. *Note: middle-grades certified teachers participate in the Portfolio Induction Program by attending seminars and submitting a portfolio corresponding to the teacher's primary teaching assignment, in one of these ten subject areas.*

Your participation category and portfolio subject area in the BEST Program are determined on the basis of your teaching assignment and corresponding certification endorsement area. Using both these criteria your ***portfolio subject area*** has been identified in the box below, as follows:

- ***Primary Endorsement Area***: If you have multiple endorsements, your primary endorsement area is the certificate under which you currently teach as reported by your district.
- ***Primary Teaching Assignment***: If you have multiple teaching assignments, your primary teaching assignment is the subject that represents your greater teaching load as reported by your district. If your teaching assignment is split evenly between subject areas, you may select the subject area in which to participate. ***Please verify that your primary teaching assignment (the subject area in which you wish to participate and complete a portfolio) is reflected correctly below.***

Please review the following information for accuracy. If the information below is incorrect, you must submit the enclosed BEST ***"change form"*** to your BEST Program District Facilitator. ***It is critical that this information is correct, or you will not receive appropriate correspondence or materials related to your participation in the BEST Program.***

Participation Year:	**Year 1**
Primary Endorsement Area:	**Grades 1 through 6**
Primary Teaching Assignment:	**Elementary Teacher**
District:	**BRIDGEPORT SCHOOL DISTRICT**
School:	**HIGH HORIZONS SCHOOL**
Mentor:	_____
Portfolio Subject Area:	**Elementary**

[1] World language participation is under pilot study.

Discipline-specific seminars are scheduled regionally in your ***portfolio subject area***. You will be expected to complete a portfolio in that subject area at the end of your second year (see chart of Participation Categories enclosed). BEST is a two-year program with an additional third year provided, if necessary. Therefore, teachers who defer the submission of their portfolio to year three will not have an opportunity to submit a second portfolio if they do not meet the portfolio standard in year three.

Your local contact in the BEST Program is your BEST District Facilitator. Your District Facilitator will provide you with the following BEST Program materials:

1. A Guide to the BEST Program for Beginning Teachers *(please read this carefully for a more detailed description of the BEST Program)*
2. Connecticut's Common Core of Teaching
3. The Connecticut Competency Instrument (CCI)

****Special Note for Graduates of the Alternate Route to Certification (ARC)**

ARC beginning teachers must meet the following additional requirements in order to be eligible for the Provisional Educator Certificate:

1. School-based support: mentorship is required for two years.
2. 30 hours of professional development while participating in the BEST Program.

***For more detailed information on ARC participation, please refer to your Guide to the BEST Program for Beginning Teachers.*

If you have any questions about your participation status or have not received the BEST Program materials noted above, please contact your BEST District Facilitator, ____, at 203-576-7301. In addition, you may contact EASTCONN Regional Educational Service Center at (888) 531-9910 for questions about participation in BEST. For more detailed information on the BEST Program, you may access the Guide to the BEST Program for Beginning Teachers at www.state.ct.us/sde/.

Thank you and we wish you a successful school year!

Enclosures: Participation Chart and Change Form

Cc: _____

BEST PARTICIPATION CATEGORIES, 2000-2001[2]

PORTFOLIO INDUCTION PROGRAM

BEST Program Requirements for Teachers of Bilingual Education, Elementary Education, English Language Arts, Mathematics, Middle Grades, Music, Physical Education, Science, Social Studies, Special Education, Visual Arts and World Languages

Year One	Year Two	Year Three (if needed)
School-based support: • Support by mentor or support team. **State-based support:** • Discipline-specific seminars • Orientation Sessions	**School-based support: (optional at the discretion of the district):** • Support by mentor or support team. **State-based support:** • Discipline-specific seminars • Portfolio Clinics • Portfolio Videotape sessions **Assessment:** • Submission of a teaching portfolio by May 1. *(April 15 for special education teachers).*	**State-based support:** • Portfolio conferences for beginning teachers not meeting the portfolio standard in Year two. **Assessment:** • Re-submission of a teaching portfolio by January 1.

- **Both middle school and bilingual certified teachers** participate by attending seminars that correspond to the discipline they are teaching (in year 1 and 2) and by submitting a portfolio in that discipline by May 1 of their second year of participation.
- **Beginning teachers of bilingual education and world languages** will be participating in pilot studies of the discipline-based portfolio.
- **ARC graduates** should refer to the Guide to the BEST Program for Beginning Teachers, for additional requirements.

SUPPORT ONLY INDUCTION PROGRAM

BEST Program Requirements for Teachers of business education, health education, home economics, technology education, agriculture, partially sighted, hearing impaired, blind, marketing education, occupational and trades-related subjects in a comprehensive high school and TESOL.

Year One
School-based support: • Support by mentor or support team **State-based support:** • BEST Orientation Workshops

[2] Applicable for beginning teachers first registered in the BEST Program as of the 2000-2001 school year.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Beginning Educator Support and Training (BEST) Program

CHANGE FORM

This form is to be completed by you if any information the BEST Program currently has for you is inaccurate. It is **very important that you return this form to _____**, your BEST Program District Facilitator, so that the accurate information can be entered into your record. Any delay in providing the correct information may affect your participation in the program. Your District Facilitator's address and phone number are: BOARD OF EDUCATION OFFICE, 45 LYON TERRACE, RM 303, BRIDGEPORT, CT, 06604-4060, 203-576-7301.

CURRENT INFORMATION	CHANGES Date changes are effective:
SSN	**SSN**
FIRST NAME	**FIRST NAME**
LAST NAME	**LAST NAME**
TEACHING ASSIGNMENT 010: Elementary Teacher	**TEACHING ASSIGNMENT**
PRIMARY ENDORSEMENT 005: Grades 1 through 6	**PRIMARY ENDORSEMENT** – write in the name of the endorsement under which you are teaching
GRADE RANGE YOU ARE TEACHING 4	**GRADE RANGE YOU ARE TEACHING**
YOUR SCHOOL DISTRICT 015: BRIDGEPORT SCHOOL DISTRICT	**DISTRICT**
YOUR SCHOOL 45: HIGH HORIZONS SCHOOL	**SCHOOL**
MENTOR NAME	**MENTOR NAME**

BEST FACILITATORS AND STAFF FILE CONTACT PERSONS PLEASE NOTE:
With the exception of "primary endorsement" which originates with the state Certification office, the above changes must be made in the ED163 Certified Staff Electronic Database immediately in order for this teacher to receive correspondence appropriate for their category of assessment.

Exhibit 2

Connecticut State Department of Education
BEST Program Seminar Sign-In Sheet

Seminar: **World Languages**
Course #: **00-203-399**
Date: **01/24/2001**
Location: **CREC**

	Name	Signature
[redacted]	CHELE K	
[redacted]	)HN	
[redacted]	LUKE P	
[redacted]	AMAL	
[redacted]	RD, RHONDA J	
[redacted]	LA, KATHERINE R	
[redacted]	RONIQUE	
[redacted]	IEDRA K	
[redacted]	LORI A	
[redacted]	ICHARD	
[redacted]	CASTRO, MARILIA	
[redacted]	AKER B	
[redacted]	ELISSA A	
[redacted]	THERESA M	
[redacted]	EDWIN E	
[redacted]	IRENE	

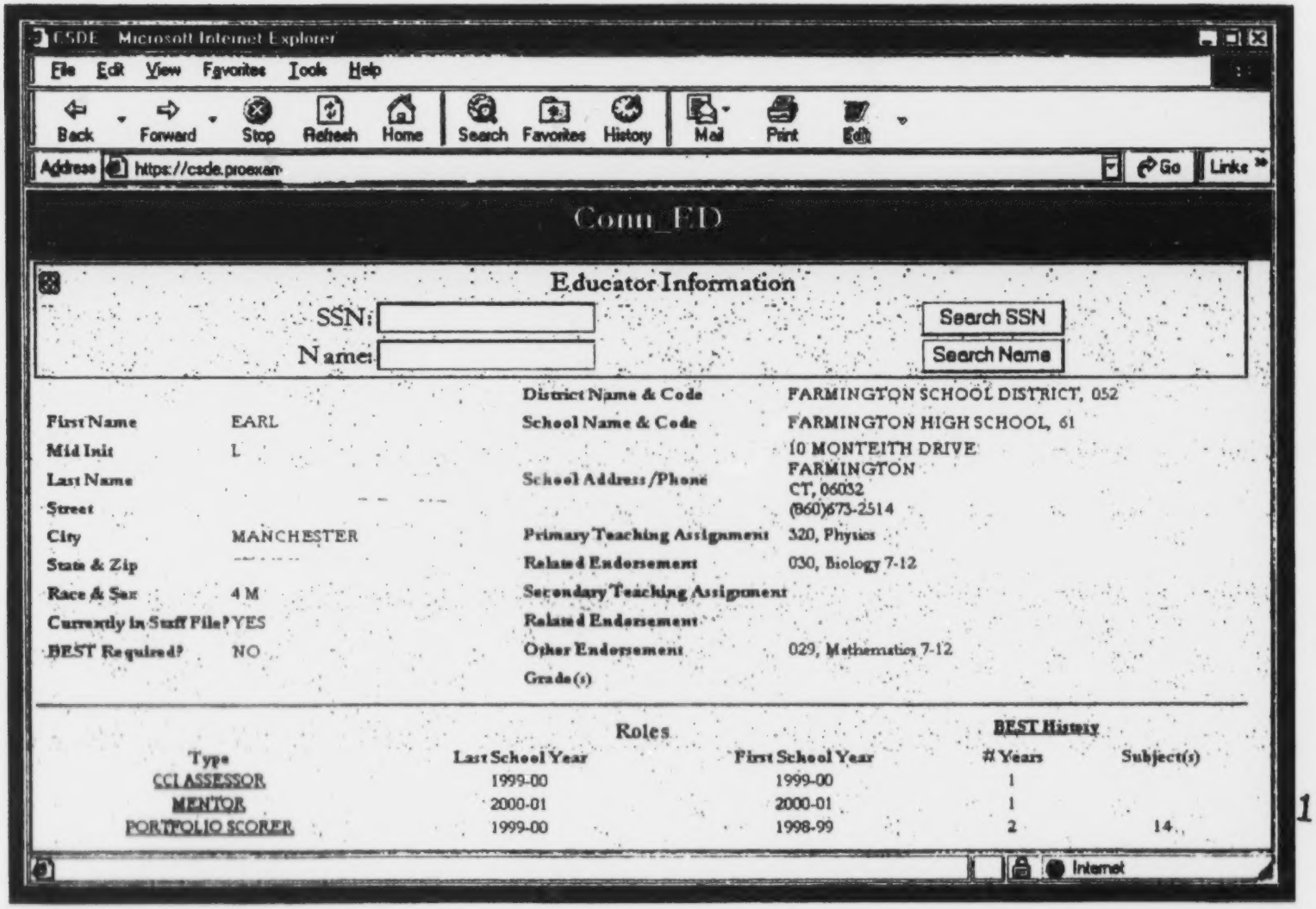


Exhibit 3

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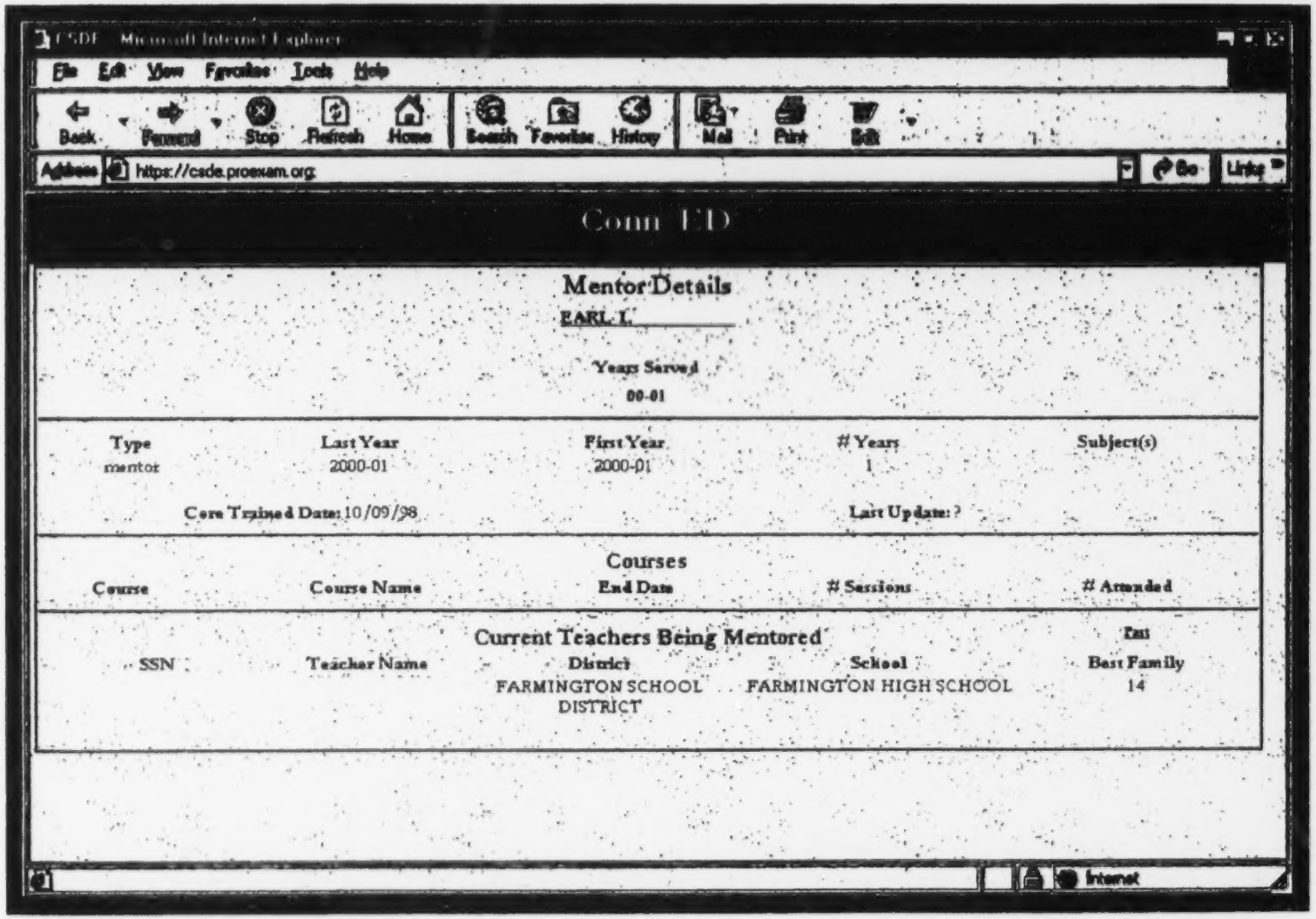
CSDE Microsoft Internet Explorer
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print Edit
Address https://csde.proexam.org
Go Links
Comm ED
Mentor Details
EARL I.
Years Served
00-01
Type
mentor
Last Year
2000-01
First Year
2000-01
Years
1
Subject(s)
Core Trained Date: 10/09/98
Last Update: ?
Courses
Course
Course Name
End Date
Sessions
Attended
Current Teachers Being Mentored
SSN
Teacher Name
District
School
Dist
Best Family
FARMINGTON SCHOOL DISTRICT
FARMINGTON HIGH SCHOOL
14
Internet

Exhibit 4

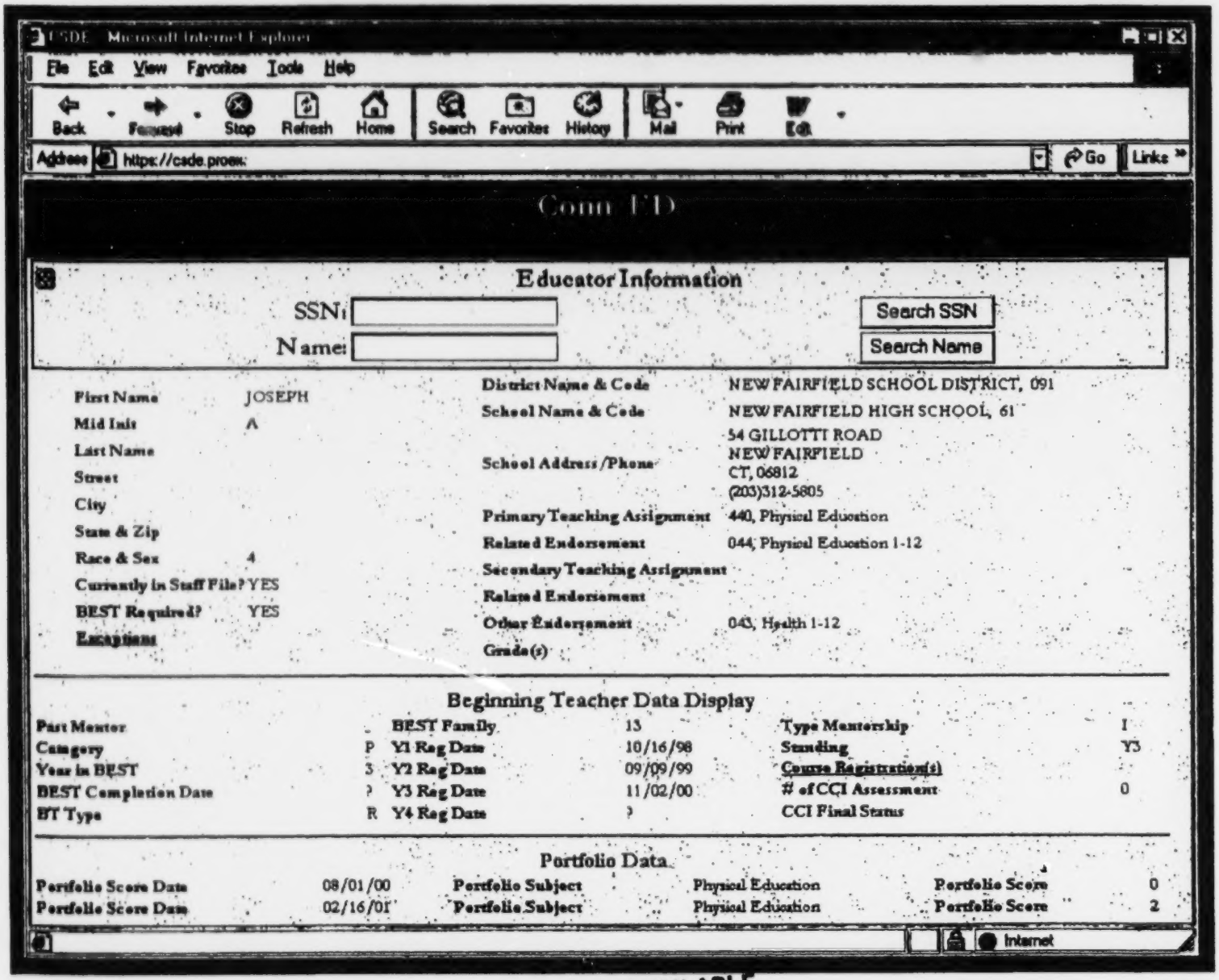

Exhibit 5

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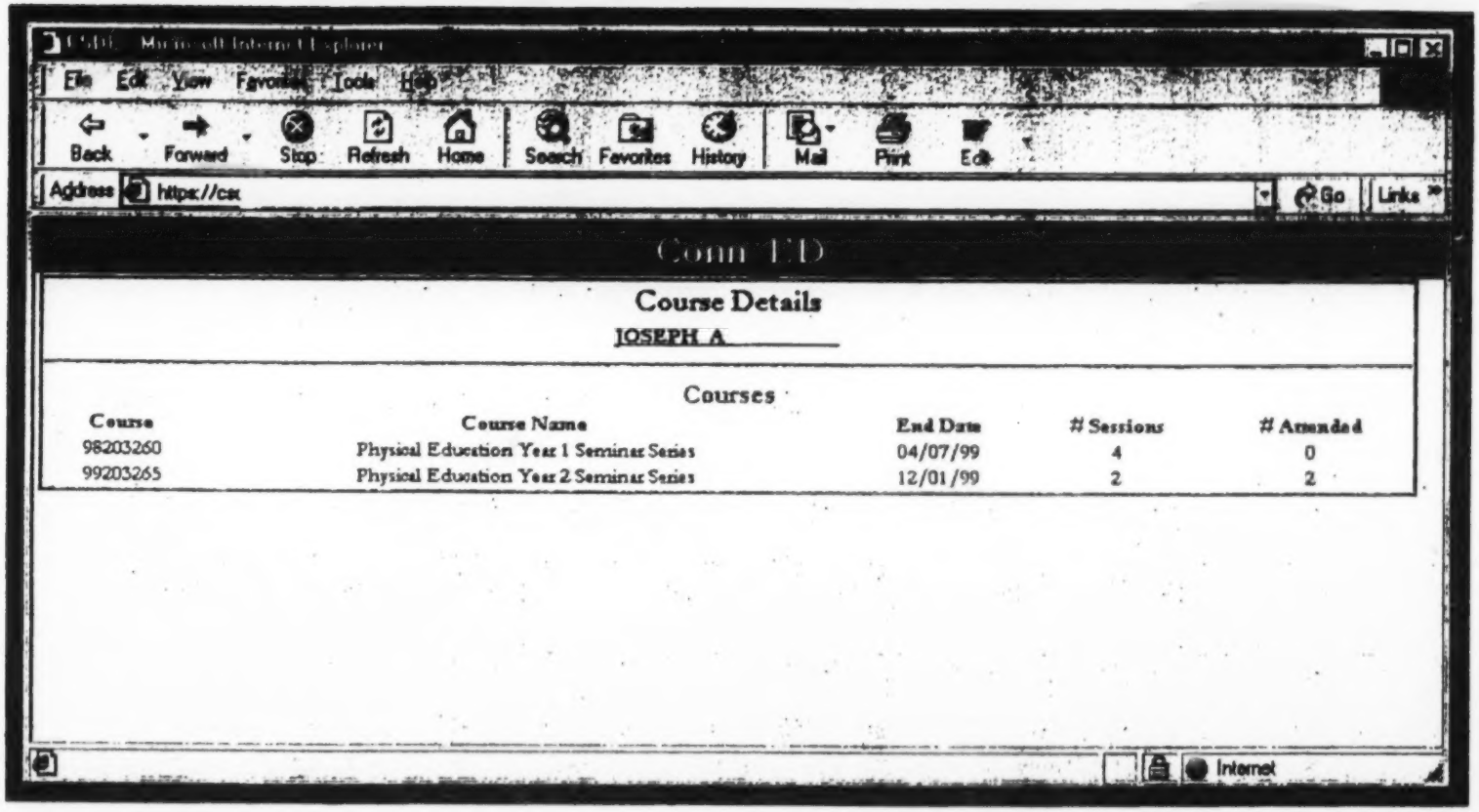
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites History Mail Print Edit
Address https://cx
Go Links
Comm ED
Course Details
JOSEPH A
Courses
Course | Course Name | End Date | # Sessions | # Attended
98203260 | Physical Education Year 1 Seminar Series | 04/07/99 | 4 | 0
99203265 | Physical Education Year 2 Seminar Series | 12/01/99 | 2 | 2
Internet

Exhibit 6

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